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ABSTRACT

THIS GUIDE ON GROUP DISCUSSION LEADER TRAINING PROVIDES FOR A FOUR SESSION COURSE STRUCTURED TO ENABLE EACH TRAINEE TO PRACTICE AND BE EVALUATED. SESSION 1 STRESSES THE NATURE AND USES OF DISCUSSION, AND INTRODUCES TRAINEES TO ROLE PLAYING. OTHER SESSIONS CONCENTRATE ON SUMMARIZING AND DECISION MAKING; ON GROUP SATISFACTION OR PROBLEM SOLVING AND THE RELATION OF DISCUSSION LEADERS TO RESOURCE PERSONS; AND WAYS OF DEALING WITH INDIVIDUAL PROBLEMS. APPENDIXES PROVIDE SAMPLE TOPICS FOR PRACTICE SESSIONS, FOLLOWED BY POSSIBLE VARIATIONS ON SAMPLE DISCUSSIONS AND TRAINING DESIGN. (THE DOCUMENT IS ALSO AVAILABLE, FOR \$.50, FROM THE LEAGUE OF WOMEN VOTERS, 1134 CRENSHAW BLVD., LOS ANGELES, CALIFORNIA 90019.) (LY)

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for
DISCUSSION
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TRAINING...

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A WORKBOOK FOR TRAINING DISCUSSION LEADERS

by

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INTRODUCTION:

You have been asked to train discussion leaders in your League. How do you go about it? If you have had previous training, or courses, you will find here some training devices which will be helpful. If you're the typical "experienced discussion leader" who has learned on the job, you may want to do some reading in the many excellent books and pamphlets available, (see bibliography in discussion leader manual, or consult with a friendly speech teacher or professor in town.) You may feel adequate to start right in with a new group. Or perhaps you'd rather make the first try on a group "do it yourself" basis with some other experienced league leaders. Work through the course together, with each group member having a training guide and taking responsibility for helping. This could be a good summer project, and fun.

Your feelings of doubt and inadequacy about this undertaking have been shared many times by every League member who has ever embarked on anything new or different in her League career. This pamphlet is to help you by offering tried and successful training devices to that you may share the insights, excitement and exhilaration of the discussion process with your fellow members.

This guide can only be a tentative outline. There is far more material here than can be used in any one training program. It is intended that you use only those parts which are comfortable for you and meaningful to your League. The basic design is for a four session course structured to insure each trainee an opportunity to practice and be evaluated. Variations in time, format, content and personnel are suggested in Appendix C, if the four session course does not meet your needs. Experience has shown, however, that in Leagues which struggle to set up and carry through the more intensive training, the dividends in new and satisfied league leadership have been more than worth the effort.

SETTING UP THE COURSE:

1. Size of training group: 8-12. May be selected or volunteers.
2. Participants
 - A. Potential discussion leaders...people with verbal fluency, liking for people.
 - B. League leaders....committee chairmen, unit chairmen, resource people, board members (past and present).
3. Time Schedule: Four weekly sessions of 2 1/2 hours each. (Schedule extra sessions so that each can lead at least one discussion, if group is large or wants to cover more of the material. You can not profitably schedule more than four demonstration discussions and evaluations in a session and participants do not usually lead discussions in the first session.)

4. Resource Material:

"Discussion Leader Manual" League of Women Voters
of Los Angeles, 1134 Crenshaw Blvd., Los Angeles 90019...\$1.00

"Local Leaders Handbook" esp. Pp. 30-31 LWVUS

"How to Lead Discussions" Adult Education Assoc.
1225 19th St., N.W., Washington, D.C. 20036
...60¢

SAMPLE TRAINING COURSE

FIRST SESSION

- I. Introductions (including trainer): Names, League experience, special interests, what people hope to gain from course, etc. (Trainer explains importance of warm-up, setting of climate, getting to hear each other's voices, learning new things about known League associates.)

(Important here to set tone, of course. Not all your trainees will result in good discussion leaders...but all will be better participants in League activity...your group should understand this. No "experts" here.. opportunity to grow and learn together...learning by doing...only get as much from course as you put in.

II. Goals of Training Course...Short Statement

- A. To understand purpose and philosophy of the discussion process.
- B. To identify and acquire skills in helping group function profitably.
- C. To acquire insight in evaluating group process and needs.
- D. End result: League leaders with better understanding of interpersonal relations, and of the League itself, and the skills to help others participate more effectively in group activity.

III. The Discussion Process and the LWV...When and Why we use Discussion 15 min. talk.

- A. LWV is an institution not just a "club" - a working laboratory in democratic decision making. Helps build adequacy of citizens in problem solving.
- B. This purpose necessitates member involvement throughout since citizen activation, not just achievement of legislative positions, is the goal. In a democratic society solutions to governmental problems are workable only if based on support of citizen opinion. What people think is just as much a fact as what the experts say, in arriving at workable solutions. League discussion is not just for exploring ideas..built into every discussion must be the goal of finding areas of agreement upon which we may base individual and organizational action.
- C. Units are used as a structural device to enable people to participate more freely and fully in this process.
- D. Discussion leading and group membership is only one type of participation. Providing resource, services of any kind for LWV are also active member roles.

E. When and Why we use discussion:

1. Discussion best used:

- a. where you must weigh alternatives and decide on a course of action.
- b. where opinion and member experience, new viewpoints, are needed
- c. where new ideas are needed
- d. where controversy necessitates exchange of ideas and opinions
- e. where emotion and bias need to be examined
- f. where apathy exists and people need to sell themselves by working through a problem
- g. where differences need to be resolved...problems solved
- h. where members will be responsible for carrying out the decision

2. Limitations of discussion: Lecture, symposium, panel, skit, all may be more suitable when:

- a. you have to cover new and unfamiliar material
- b. you need to establish what the problem is, and tell of proposed alternatives
- c. where fact must be established
- d. where your goal is to inform rather than activate
- e. where there is substantial agreement among authorities and you want to proceed from this base
- f. where time just does not permit discussion (not all meetings need discussion leaders - information giving meetings may do better with several resource people and/or a moderator.)

(Pg. 1 and 16 of manual for discussion leaders, Haiman's book "Group Leadership and Democratic Action", Adult Educ. Ass'n Pamphlet, "How to Lead Discussion"....provide explanatory, additional material.)

IV. Sample Discussion. Use as a topic a controversial timely issue one facet of which can be explored in 10-15 minutes, bringing out at least two differing points of view on one issue. Discussion should include: introduction, provocative question or questions, and summary of areas of agreement and disagreement.

(This discussion should be led by an experienced discussion leader - may be the trainer. Be certain group knows this is a sample discussion, and that they will be evaluating what happened afterwards. Don't expect a complete discussion, just try to achieve at least one area of agreement and one of disagreement.)

V. Evaluation Questions:

- A. What happened?
- B. What did the discussion leader do?
- C. What did group members do?
- D. What was good about the discussion?
- E. What might have been done to improve it?

(Accentuate the positive. Help group see new and different ways of handling situations. Avoid criticisms which are not constructive. This applies to all our evaluations.)

VI. Role Playing Skill Practice.

Trainer tells group they will be assigned roles typically present in discussion groups. Tells group to start thinking of themselves as the people they are assigned to be - to throw themselves into the role and enjoy it - to try to make characters real. Distribute to role players individual cards worded as follows or others you work out: (There will be some participants who get no cards, just acting themselves).

Muddled thinker - Misinterprets what is said, picks up a part of a statement and strays

Talkative over-participant - some one whose husband is an important figure in community. With her position she feels superior.

Helpful one - always ready to help leader. First to jump into a discussion. Very secure in her opinion but does not dominate.

Story teller - Loves to bring in a personal experience that she feels is helpful for everyone's understanding.

Dissenter - impatiently disagrees. In bad humor because everything went wrong before coming to meeting.

Quiet one - will listen but can't find enough energy to participate. Looks like she has something to say but doesn't always make it.

After assigning roles, leader (who may be trainer or an experienced discussion leader) announces subject for sample discussion. Use as a topic a question of League concern such as: "Is the League's approach to fund-raising realistic today?" or "Should the League take more action?" Tell group in advance what the evaluation questions will be.

(Role playing discussion can go on for 10 to 15 minutes. cut off if it isn't going particularly well. Just allow enough time so that there is something to evaluate.)

Evaluation Questions:

1. What kinds of people did we have in the group? Let's see if we can identify them.
2. What skills were needed with some of the problems? Who helped?
3. How did the group move toward the goal? What was done by the discussion leader, by others?
4. What might have been done to make the discussion more productive and satisfying?

(If you do not wish to use Section VI above, you may ask individuals from time to time to play roles in sample discussions as you go along, i.e., ask one to create a tangent one time [unknown to discussion leader] or to wander, story tell, etc.)

VII. Preparation for next meeting. Pass around sheet with sample topics. Each participant should sign up to lead one discussion. If resource person is necessary, leader should ask some member of group to help. Set up some of your "variations" Appendix B at this time.

VIII Written evaluation of session.

(At the end of each session you can test your planning and get guidance from the group by asking each member to write on a scrap of paper without signing it what they found most valuable and least valuable and any comments or suggestions they have to make. A summary of these suggestions given at the beginning of the next meeting shows the group what the others have been thinking and what you are doing as a basis for planning.)

SECOND SESSION

Emphasis on Summarizing, Decision Making

I. Summarize learning of last meeting.

(What you say here is primarily warm-up. Trainees are usually too nervous about their first practice discussion to listen to words of wisdom at this point.)

II. First practice discussion. Remind group we are trying to accomplish introduction, content, at least two points of view, and a summary, in a 10 minute discussion. Emphasis in evaluation to be on the summary and whether discussion leader influenced the thinking of the group.

(Evaluation should bring out ethics of manipulation and importance of interim summaries in helping group recognize areas of agreement and disagreement. Remember that even if group does not come to a conclusion on the issue, they will have reached some agreements and they must be identified along with the disagreements which block a conclusion.)

III. Evaluation. Questions:

How did discussion leader feel?
What happened?
Was group satisfied at end of discussion?
Was it profitable?
Did summary reflect their thinking?
Did discussion leader express own opinion? Should she?

IV. Skill practice in finding areas of agreement might be used here:

Read aloud to group a prepared page of comments on a current issue - where each comment takes a different position but where it is possible to find a shared agreement - implicit or stated that all could agree on. (i.e. 5 statements on foreign aid - one objecting to certain countries, one objecting to kind of aid, one concerned with too much money, one with too little, one feels we should involve the UN more - basic agreement however on continuation of foreign aid program - perhaps not expressed.)

(Several of these can pinpoint skills of recognizing areas of agreement even more effectively than sample discussions.)

V. Second Practice Discussion and Evaluation. Group should watch for and evaluation should stress such questions as:

Were the goals clear?
Did we know what we were talking about and why?
How was diversity encouraged?
How were areas of agreement brought out and tested?
What kind of questions provoked the best discussion?

VI Third Practice Discussion and Evaluation. In evaluating this discussion give group its head to bring out what they saw and felt - perhaps use one of the variations in Appendix B. This may be a good place to start asking members of group to lead evaluation discussions.

VII. Lecture. Short talk on blocks to decision making, for purpose of helping group establish some diagnostic tools.

- A. Premature decision
- B. Not testing possible decisions.
- C. Failure to understand boundaries - how far group allowed to go by structure of organization - (i.e. Must stay in field of gov't.)
- D. Poor timing
 - 1. Trying to do too much in too short a time
 - 2. Taking up subject at the wrong time - lack of interest or peak of emotionalism.
- E. Lack of necessary group procedures
- F. Not bringing late-comers into the group
- G. Not using the resources of the group but relying on certain officers
- H. Compelling consensus before group is ready
- I. Need for additional information or skills
- J. Failure to test for differences of perception - checking on reporter or summarizer
- K. Difficult individual...overwrought or disruptive person

VIII. Summary Skill Practice. Use sample paragraph below or any others. Trainer reads paragraph aloud. Members of the group volunteer to summarize the essence of the paragraph in one sentence, using their own words. Ground Rule! No discussion of each person's response till all who wish have said what they heard. Best to have each person write summary and then each reads aloud.

(This skill practice shows the differences in interpretation there may be from the same material. The most effective kind of sample paragraph to use is one in which there is an emotional or loaded word near the beginning. These summary practices may be used several times during the course. It is important in evaluating that you make it clear there is no right or wrong answer, but that our purpose is to show how differently we hear each other and how important it is to test our summary on the group before we report it as their thinking.)

Sample Paragraph

"The United Nations, we must remember, is in part a communist organization. The Communists always have at least one seat in its major policy-making body, the Security Council, and the Soviet Union's permanent veto power in that body, allows the Kremlin to block any action on a substantial issue, that is contrary to its interests."

- IX. Check your assignments for next meeting.
- X. Written Evaluation (See note VIII, Session One.)

THIRD SESSION

- I. Major emphasis:
 - A. Relation of discussion leader to resource person
 - B. Group satisfaction - essential conflict between group and individual needs at every meeting.

- II. Summary skill practice (if you didn't get to it last time)
And/or
Listening skill practice: leader explains a little of the theory of communication illustrating the distortion from sender to receiver. Then sets up skill practice.

Each person is asked to summarize what the preceding person said to her predecessor's satisfaction before stating her own opinion. Each person who speaks calls on the next one to give her opinion or you may allow people to speak at random. Summarizer must not use exact words of preceding speaker. Any topic which is one of opinion can be used, i.e., "Should marijuana be legal?" or "Under what circumstances should abortion be permitted?" This is a leaderless discussion, and should not go on more than 15 minutes.

(The purpose of this skill practice is to show how differently people hear what someone said and also how habitual it is with most of us to think about what we are going to say while someone else is talking.)

- III. Practice Discussion with Resource Person. Evaluation questions deal with selection of material for given time, group satisfaction with discussion, discussion leader resource relationship, bias, if any, of the leaders, and how the group handled it.
- IV. Practice Discussion and Evaluation with Resource Person. Evaluation questions can be same as above or use one of the variations listed on variation sheet, Appendix B. Emphasize group satisfaction and relation to content.
- V. For a change of pace at this point try either: (if this meeting is too full, put this in meeting #4)
 - A. Variation number 3, Appendix B, having two or three participants give introductory statement and lead off question on a previously assigned topic. Group discussion to center around working of provocative questions.

Or

- B. Trainer leads group in a discussion. Taking a subject

such as, The United Nations, Education, Transportation, etc., try to find a core question which probes to the essence of the problem...find an area of major citizen concern in the problem area. For instance, do not be satisfied with "an evaluation of school expenditures" or "How should our local school dollar be spent?"...which really require expert knowledge to deal with. Keep searching for an area of citizen concern, such as "Should per capita expenditures be the same for all sections of our city?", or "If music and art programs must be cut...should they be equally cut in all schools", or "In what ways can our school buildings be used more fully?", etc., etc. In this way we are working at defining a problem that needs to be worked out and solved, we become problem solving oriented instead of study and evaluation oriented. The resource material may include much of the same content, but it takes its proper role as information needed for problem solving rather than for information's sake alone. It keeps the discussion focussed on why we are doing it... goal oriented.

(Purpose of this discussion is to help resource people see how to find the problem centered goal upon which to base their research and presentation as well as unit discussion outlines. Also important for discussion leaders to see what a goal for a discussion really is. Finally, this can be used for profitable exploration of a tough League problem. We have been trying to differentiate in the League between the member's role and the proper Board's role: what kinds of decisions should the members make and what kinds of decisions the board should make. For example, what are the basic kinds of agreements members must come to on program, that the board can use as yardsticks for decisions in specific instances on legislative and administrative action? Many times members feel they are asked to make decisions on matters that are too complex and on specifics they cannot know much about. They are frustrated and guilty ridden. If however, the boards, resource committees and discussion leaders help them to see the kinds of decisions they can make on the core questions, members and boards alike would get greater satisfaction from the League experience.)

- VI. If you use (b) above, a good follow-up is to examine together the discussion outline for a unit meeting that has actually been used. Show trainees the kind of material they'll get from resource committee. Discuss the role of discussion leader in planning sessions or briefing meetings...importance of clear goals for discussion and discussion leader understanding

* Outside reading: "Group Problem Solving Through Discussion" William S. Smith, Bobbs Merrill, 1963.

what resource committee expectations are. Also Discussion Leader privilege of rewording the questions and adjusting plan to a given unit. Also what kind of consensus reports are valuable to the board and how they use them.

(All this seems to help trainees understand where discussion leader fits into the program machinery and the importance of briefing and adequate reporting. It is ..also excellent training for resource people to know what discussion leader expects and needs.)

VII. Practice discussion without resource. Evaluation emphasis can be both on what happened in the discussion, and on whether the goal was clearly defined and understood.

VIII Questions...Check assignments for next time. Written or oral evaluation of session. (See Note 8, first session.)

FOURTH SESSION

I. Major Emphasis. Dealing with individual problems such as over-participation, tangents, the quiet ones, etc.

II. Three or four sample discussions using any of the previous evaluation questions emphasizing how group movement was facilitated, how all points of view were encouraged and how communication was tested and clarified. As discussions illustrate them, analyze various forms of individual behavior which helped or frustrated the group. These are good discussions in which to "plant" a problem person or two through prior assignment, unknown to leader of sample discussion.

III. Refer to Discussion Leader Manual, P.6, to help clarify group roles needed for satisfying discussion. This may be presented in lecture form if you wish, or you may use this alternative approach:

Skill practice: leaderless discussion. Let group have a discussion for about 10 minutes on a lively issue. Tell them there will be no leader and the time allowed.
(Evaluation: what contributions helped the group? what was needed?)

Follow up leaderless discussion with talk on group roles.

(This session must of necessity be flexibly planned since there is usually a great deal of "unfinished business" which the group needs to explore, and you must be certain that each group member gets a chance to lead discussion. By this time you will have found that the participants are taking over more and more of the responsibility for the evaluation and you may find it desirable to assign individuals from

the group to observe sample discussions and lead group evaluation. This gives them additional leadership opportunities. Remember, in evaluating discussion there is no "right" or "wrong"...only enlarging our alternatives for handling varying situations through increased understanding. Each choice you make leads to a different situation, so that some choices are better than others to achieve desired results. Training groups are not therapy groups, and we as volunteer lay trainers are not qualified to probe the psyche.)

- IV. Question period and group discussion of most valuable and least valuable aspects of the training course. Emphasize that this discussion will help make future courses more effective. Show how this course gains value by being flexible and building on what happens in the group...and that this is a lesson to all discussion leaders...not to be too rigid in sticking to an advance plan. Within limits of League requirements, be flexible to needs of group.
- V. Summary: Trainer analyzes major learnings of course and if you wish adds a festive note by presentation of diplomas or ending with a lunch or party session according to the wishes of the group.

FOLLOW-UP

1. Many new discussion leaders prefer to have trainer or fellow trainee at "maiden voyage" to help if needed and discuss session with them afterwards.
2. A "clinic" or "bull session" after trainees have all had actual experience, to talk over problems and exchange ideas.
3. In subsequent training courses ask particularly skilled graduate or two to "sit in" and train as a "trainer" for future courses as insurance for inevitable time when you go on to another League job. Plan to spend an hour or so after each session with trainees discussing why you did or didn't do certain things and going over plan for next session.

APPENDIX A

Sample Topics for Practice Sessions

These are the kind of subjects that have worked well. Group members may choose any subject on or off list if it can be discussed well enough for analysis purposes, in 10-15 minutes without separate resource, or 20 minutes with resource.

Discussion leaders function in different ways, in and out of League, as committee chairmen, as unit chairmen leading a discussion on program making, as orientation chairmen encouraging new members to ask questions and talk up, as well as in units in discussing, for bringing out new information, for decision making, and for planning. Therefore, each of your trainees will be choosing a subject to lead her sample discussion, in keeping with what she is primarily training for. It is up to the trainer to see that there is sufficient balance in kinds of topics, and in variation of approach (see Appendix B) to give the total training design the kind of diversity that will make it most meaningful to the training group, and the local league's needs.

At the end of first session, when trainees choose subjects tell them what they should do to plan for it...and repeat these instructions periodically, "Since most discussions in the League involve some kind of identification of agreement, decision making in some form, each of our sample discussions should try to embody as all League discussion should:

1. goal...clear understanding of purpose of discussion
2. time limitation...planning realistically for time available whether it be 15 minutes or two hours, same process
3. identification of areas of agreement and disagreement (whether it be one of each or several)
4. summary of consensus, with opportunity for group reaction

Therefore: in preparing for your sample discussion you should allow for an introduction, necessary factual background, a provocative question or two, development of at least two points of view on a single issue, and a summary."

Possible Topics

1. How can we get unit members to prepare in advance for meeting?
2. How can we make new members feel comfortable in LWV?
3. How well should a discussion leader know material of a meeting?
4. Is a cross-section membership possible in LWV?
5. Should schools be run on a 12 month basis?
6. Should foreign languages be taught in elementary schools?
7. Should voting be compulsory?
8. Should we allow 18 year olds to vote?
9. Should private schools be given tax support?
10. Should we ban all pornographic literature?

11. Should we have compulsory health insurance?
12. Do women really want equality with men?
13. How can we handle decision making in a series of units on one subject, with a fluctuating unit membership?
- 14.
15. (aspects of subjects on League program which can be handled
16. in short discussions, in order to deal with "real" program situations.)
17. How should patriotism be taught in schools?
18. Should prayer in schools be forbidden?

APPENDIX B

Possible Variations on Sample Discussions

Choose a few from these, according to needs of your League and your group. You would not, even in a full four session course use more than three or four of these variations, so don't be overwhelmed and feel pressure that you have to "cover too much".

1. Some discussion leaders should lead a discussion alone (this could be on a choice of current agenda, how to increase membership, or any familiar planning type discussion.)
2. Some samples should be a discussion leader-resource combination, using a league subject and trying to reach agreement on some aspect.
3. Third variation could be to assign 2 or 3 to some subject and ask each to prepare an introductory statement and some discussion questions.
4. One discussion could start with discussion and then work in resource. Another could start with resource and then have discussion. (Let group evaluate advantages and disadvantages of each approach, and discuss under what circumstances each would be best.)
5. Try one discussion on a subject relatively unfamiliar to the group, and see what it is like to work with a "cold" group... what special preparations and skills are needed. Then ask group to "read pamphlet" (or article) on the subject as preparation for a re-do of same subject next session. Analyze difference between discussion with a prepared group and a cold one...strengths and weaknesses.
6. Try one discussion asking leader to be informal, non-directive. Ask leader of next discussion to be "strong, directive-type leader". (Let group evaluate strengths and weaknesses of each approach and how they felt as group members with each type of leader.)
7. Try one pair of discussions in which one is based primarily on factual material, and one of which is based on opinion material. (In evaluation bring out the different requirements of each kind of discussion in leadership and group participation).
8. If you have a "status person" in the group, a long time Leaguer or great authority...have her lead a discussion on her own subject. (Evaluation: bring out her problems in being a "trainee", "just a member"; also group difficulty in disagreeing with her and evaluating her contributions. How we

feel about "brass", and how they feel too. Also might discuss questions of "Can you lead a discussion objectively on a subject you know well and feel strongly about?" "Can you maintain sensitivity to struggles of someone new in the field, when you are an expert?"

9. Try one discussion with leader who knows subject very well (a resource committee member) and another with a discussion leader who is not well informed on the subject. (Evaluation.. discuss how much resource discussion leader needs to know in order to conduct a discussion..Does this vary with the subject?)
 10. Instead of having one person lead 10 minute discussion, try a 30 minute discussion on a League item with 3 different discussion leaders. Leader A starts discussion and leads for 10 minutes -- group evaluates; leader B moves discussion on for 10 minutes -- group evaluates; leader C takes discussion on through final summary -- group evaluates.
 11. In groups of 10 or more -- divide in half. Group A selects topic, plans discussion and chooses a leader to lead group B in this discussion. The other members of group A act as observers. Group B does same for group A. This gives experience in planning discussions and also in observing.
- * Some of these situations may arise naturally in your group... if you are aware of their intrinsic possibilities for learning, you can just pick up some of these points in evaluation of any sample discussion in which the situation occurs.

APPENDIX C

Variations on the Training Design

1. A one day training session...approximately four hours of actual training time

Size: no limitation

Participants: general membership...new and old. May be used as a first session for a longer training course...with prospective discussion leaders attending this for a starter, and participating in small practice groups in subsequent sessions. Good for groups of Leagues to do together...with practice sessions as follow up in local leagues, separately.

Content:

- A. Purpose and limitations of discussion, the discussion process and the LWV...lecture
- B. Sample discussion...(if group is large have a group of about 15-20 be the "discussion group", and the rest of the group to be the "observer group" who will do the evaluation.
- C. Evaluation
- D. Summary skill practice...read paragraph aloud, get one sentence summaries from group
- E. Any other skill practice from workbook

Limitations:

This will not result in trained discussion leaders, but could be excellent training for participants, and most helpful in making resource people see the role and function of discussion in meeting planning.

2. A series of segments at unit meetings...for total membership understanding of discussion process and their role in it.

Content: To start this you'd need about 1/2 of a unit meeting for first "exposure"...start with short lecture on purpose and limitation, do sample discussion and evaluation. Subsequent sessions could deal with "listening practice, summary practice, provocative question practice (all bring to meeting a lead-off question on subject of the day), evaluations of the unit meetings themselves on a regular basis, etc.

3. A full two day training session for a large group...such as a state board might organize for local leagues.

Format: First day could follow format for variation one above. A final session could be added for assignments for the next day. Second day would consist of small training groups meeting in separate rooms with a trainer, for practice and evaluation sessions.

Limitations Conference planning techniques needed here...help from experienced personnel in planning important. Pre-conference kit material and preparation of those attending important

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